



MISSISSIPPI  
**EXEMPLAR**  
Units & Lessons

ENGLISH LANGUAGE ARTS

**Grade 3**

Grant funded by:



## Lesson 6: Characterization and Writing

**Focus Standard(s):** RL.3.3, W.3.1b, L.3.2c

**Additional Standard(s):** SL.3.1, RL.3.1, W.3.4, L.3.1

**Estimated Time:** 75 minutes

**Text(s):**

- *The Art of Miss Chew*
- *My Rotten Red Headed Older Brother*
- *Babushka's Doll*
- *Thunder Cake*

**Resources and Materials:**

- R.A.C.E.S. Video: <https://www.youtube.com/watch?v=Z0zB3KTdRng>
- Handout 1.2: Excerpt from *The Art of Miss Chew* Anchor Chart
- Handout 6.1: R.A.C.E.S Strategy Anchor Chart

**Lesson Target(s):**

- The students will respond to a writing prompt in which they describe characters in a story (e.g. their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- The students will learn how to use commas and quotation marks correctly.

**Guiding Question(s):**

- How do characters' actions contribute to the sequence of events in a story?
- How can the use of dialogue and descriptions of actions, thoughts, and feelings help to show the response of characters to situations?
- How does a writer use quotation marks and commas correctly while writing?

## Vocabulary

**Academic Vocabulary:**

- Context clues
- Motivation
- Traits

**Instructional Strategies for Academic Vocabulary:**

- Introduce words with student-friendly definition and pictures
- Model how to use the words in writing/discussion
- Students create pictures/symbols to represent words
- Students write/discuss using the words

**In-ConTEXT Vocabulary:**

- Babushka
- Cart
- Impressed
- Jeered
- Naughty
- Remarked
- Selfish
- Tale

**Strategies for Teaching How to Determine Meaning from Context Clues:**


- Read short paragraphs or sentences using these words
- Model using context clue words in the text to identify the meaning of the unfamiliar word
- Create synonyms lists for the words based on the context clues

**Direct Instruction Text Vocabulary:**

- Ingredients
- Rattled

**Instructional Strategies for Direct Instruction Text Vocabulary:**

- Introduce words with student-friendly definition and pictures
- Model how to use the words in writing/discussion

<ul style="list-style-type: none"> <li>• Sultry</li> <li>• Talent</li> </ul>	<input type="checkbox"/> Read and discuss the meaning of word in multiple contexts <input type="checkbox"/> Students create pictures/symbols to represent words <input type="checkbox"/> Students act out the words or attach movements to the words
Symbol	Type of Text and Interpretation of Symbol
	Instructional support and/or extension suggestions for students who are EL, have disabilities, or perform/read well below the grade level and/or for students who and/or a more advanced text for students who perform/read well above grade level
✓	Assessment (Pre-assessment, Formative, Self, or Summative)
Instructional Plan	
<p><b>Understanding Lesson Purpose and Student Outcomes:</b></p> <ul style="list-style-type: none"> <li>• I can use context clues to determine the meaning of unfamiliar words in a text</li> <li>• I can describe characters in a story</li> <li>• I can provide support using a character’s actions, words, or thoughts to show their internal traits</li> </ul> <p><b>Activity 1: Vocabulary</b>            Introduce vocabulary by showing the students a word card and placing each on the word wall. Display <b>Handout 1.2: Excerpt from <i>The Art of Miss Chew</i></b> on a chart. Use the chart to highlight and explicitly teach each part of a correct quotation. Display the prompt below and model how to break down the prompt using the R.A.C.E.S. strategy anchor chart explicitly teaching each piece.</p> <p><b>Activity 2: Making a Connection</b>            Review the Character Trait Anchor Chart from Lesson 1. Bring students attention to any new words that have been place on the chart. Students choose ten words from the chart they think best describes themselves. Provide students with a small <b>Handout 1.5: Teacher Characterization Map</b> for students to write or draw the character traits for themselves.</p> <p><b>Note:</b> This activity will be used later in the unit.</p> <p><b>Activity 2: Anticipatory Set/Introduction to the Lesson:</b></p>	

The students view a short video to introduce the [R.A.C.E.S. strategy](#). Refer to **Handout 6.1: R.A.C.E.S. Anchor Chart** periodically during the video.

Explain that this week the students will be learning how to take all the information they learned last week and use it to answer a writing prompt using the new strategy.

### **Activity 3: Guided Practice**

Display several sentences with missing quotation marks and commas. Work together with the students to correct each sentence. In the same groups from previous lessons, the students will use all the information they collected about their characters to break down their prompt using the R.A.C.E.S. strategy.

Group 1: In the book, *My Rotten Redheaded Older Brother*, the narrator describes her brother as “awful”. How does this trait contribute to the sequence of events in the story?

Group 2: In the book, *Babushka’s Doll*, Natasha was a very impatient little girl. How does this trait contribute to the sequence of events in the story?

Group 3: In the beginning of the book, *Thunder Cake*, the narrator is hiding under her bed. What does this say about the narrator’s character and how does this trait contribute to the sequence of events in the story?

#### **For students who are EL, have disabilities, or perform/read well below the grade level:**

- Partner low-oral language students with high students during Turn and Talk activities.
- Strategically choose the appropriate book level for each group for group work.
- Have lower students discuss with the teacher instead of write, referring the student back to the anchor charts to scaffold their understanding during independent practice.

#### **Extensions and/or a more advanced text for students who perform/read well above grade level:**

- Early finishers can add more than one internal and external character trait.
- Strategically choose the appropriate book level for each group for group work.
- Higher students can create their own example of character traits during independent practice.

**Activity 4: Independent Practice**

Have students respond to this prompt: In the story *The Art of Miss Chew*, how do the traits and actions of Mr. Donovan help Patricia? Students write using the R.A.C.E.S strategy. Encourage students to brainstorm ideas before beginning to write if needed.

**Note:** Remind students of **Handout 6.1: R.A.C.E.S. Anchor Chart**

**Reflection and Closing:**

Write the following sentence on the board: We have a new student today she said.

- ✓ Instruct students to individually correct the sentences on a sticky note using commas and quotation marks. Collect each sticky as a formative assessment.

Review group work to decide what students will need extra modeling during Lesson 7.

**Homework**

Students will complete a quotation mark review provided by the teacher.

**Handout 6.1: R.A.C.E.S. Anchor Chart****R – Restate the question****A- Answer the questions****C- Cite evidence from the text****E- Explain how the quote or evidence supports your claim****S- Summarize your claim**

When you answer Text Dependent Questions remember **RACES!**

**R**estate the question

**A**nswer the question

**C**ite the text (pull evidence)

**E**xplain your citation

**S**tate the end

Pocahontas was famous in England. When Pocahontas moved to England the people had never seen anyone like her. In the text it says, "no one had ever met an Indian chief's daughter, especially not a Christian one. Pocahontas was different than anyone they had met, so everyone wanted to meet her, which made her famous. Pocahontas was a famous Indian in England."

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